

EOG Reading Comprehension Edition 3
Frequently Asked Questions
Updated April 15, 2008

Note: This FAQ will be updated as the need to address additional questions is presented. Please send questions to Tammy Howard at thoward@dpi.state.nc.us or Melinda Taylor at mtaylor@dpi.state.nc.us .

1. Why are categories not used on Edition 3?

Categories are not part of the North Carolina English Language Arts (ELA) *Standard Course of Study (SCS)*, therefore using categories on the assessment presents an alignment issue. On the previous edition of the test, categories were only one characteristic of the items used to build the test. The other characteristics used on both the previous and the current edition are (1) ELA NCSCS goals and objectives, (2) item statistics, (3) Marzano's Thinking Skill Levels, and (4) selection genre.

2. Are items types on the new edition of the test different than the items on the old edition?

No. There are no differences in the types of items that will appear on the EOG Reading Comprehension Edition 3 test. The elimination of categories did not change the item types for the tests.

3. What types of items are on the new edition?

The same "types" of items that appeared on Edition 2 of the EOG Reading Comprehension test will be on Edition 3. Go to <http://www.ncpublicschools.org/accountability/testing/eog/sampleitems/reading> to see sample items for the various selection genres.

4. Are items weighted differently? Do items contribute more or less to a student's score based on their difficulty?

No. All items on the EOG Reading Comprehension Edition 3 are weighted equally and therefore, contribute equally to a student's score. Items have never been weighted for the EOG Reading Comprehension test.

5. Are there items on the test that do not count toward a student's score?

Yes. Edition 3 of the EOG Reading Comprehension test will be the first administration to utilize embedding for field testing of new items. In grades 3-8, there will be one experimental reading selection and its associated items that will not count toward a student's score. Embedded selections will not appear in the first or last position on the test but will appear randomly throughout a form in any of the other positions.

6. How is the number of items by goal decided?

A committee is convened to recommend the goal emphasis for each grade level of the test. These recommendations are grounded in (1) the NC *Standard Course of Study*, (2) classroom instructional practices, and (3) ability of measurement in a multiple-choice format.

7. How different is the distribution of items by goal between the two editions of the test?

The tables below provide a comparison of the goal breakdown for the EOG Reading Comprehension Edition 2 test versus the EOG Reading Comprehension Edition 3 test. The percentages are quite similar with few exceptions. In order to determine the percentages for the new edition (Edition 3), meetings were held where teachers, curriculum specialists, DPI curriculum staff, test development staff, parents, and community stakeholders from across the state convened to discuss the importance of the various goals and how they are emphasized in the classroom. The recommendations resulting from those meetings were used to design the blueprint (goal breakdown) for the EOG Reading Comprehension Edition 3 test.

Grade 3			
Edition 2		Edition 3	
Goal	% by Goal	Goal	% by Goal
1	1-4	1	5-10
2	66-70	2	62-68
3	29-33	3	23-27

Grade 4			
Edition 2		Edition 3	
Goal	% by Goal	Goal	% by Goal
1	5-9	1	5-10
2	62-66	2	60-65
3	28-32	3	25-30

Grade 5			
Edition 2		Edition 3	
Goal	% by Goal	Goal	% by Goal
1	4-8	1	5-10
2	74-78	2	58-62
3	16-20	3	30-35

Grade 6			
Edition 2		Edition 3	
Goal	% by Goal	Goal	% by Goal
1	1-4	1	9-11
2	35-39	2	18-22
3	3-7	3	5-8
4	19-23	4	9-11
5	29-33	5	50-55
6	2-6	6	3-8

Grade 7			
Edition 2		Edition 3	
Goal	% by Goal	Goal	% by Goal
1	0	1	6-8
2	31-35	2	16-19
3	1-3	3	5-8
4	18-22	4	14-16
5	37-41	5	50-55
6	5-9	6	3-8

Grade 8			
Edition 2		Edition 3	
Goal	% by Goal	Goal	% by Goal
1	1-3	1	3-7
2	28-32	2	18-22
3	0	3	5-8
4	14-18	4	19-21
5	44-48	5	45-50
6	5-9	6	3-8

8. Are there analogies on the EOG Reading test?

Yes. There are analogies on the EOG reading comprehension tests, but it is important to note that the analogies relate to the information in the selection. For example, the analogies may require a student to use the information in the text to identify a similar situation or concept. The analogies do not stand alone and do not require prior knowledge, as is often the case with analogies.

9. What are the types of reading selections on Edition 3?

All information regarding selections types can be found on the Test Information Sheets located at <http://www.ncpublicschools.org/accountability/testing/eog/reading/>. In general, the selection genres are fiction, nonfiction, content, consumer, and poetry. The breakdown of how they appear at the various grades can also be found in the Test Information Sheets.

10. How is the readability of a reading selection determined?

Selections are located by ELA content experts for each grade level. Readability statistics are generated for each selection. Teachers from each grade level review selections for their respective grade level and determine if the selections are appropriate for that grade. DPI curriculum specialists for each grade review the selections approved by the selection committees and determine if they agree that the selections are suitable for each grade level. The Test and Measurement Specialist and Psychometrician for ELA test development also review the selections for appropriateness in terms of reading level and sensitivity issues.

11. Are samples of selections and items available on the web?

Sample selections and items are posted on the web at <http://www.ncpublicschools.org/accountability/testing/eog/sampleitems/reading>. NCDPI is required to obtain permission from the copyright holder of each selection prior to posting. This process varies across the selections and it is likely that the availability of the selections will differ across the grades. However, the long-term goal is to have sample selections and items for each of the genres at each grade level. Additional selections will be added to the site as feasible.

12. How will results be reported? (goal summaries, ISRs, etc.)

Results will be reported in much the same way they have been in the past. Schools will receive Goal Summary Reports and students will receive Individual Student Reports (ISRs). One difference in score reporting will be the elimination of the use of categories as a reporting unit. Instead, Goal Summary Reports will actually be reported by goal rather than categories. Another difference in score reporting that will appear on the ISRs is that more information will be given than has been in the past. With the previous edition of the test, only a total score for the test was provided. In an effort to meet the demands of school personnel and parents, the NCDPI is exploring ways to provide additional information at the student level regarding performance on the test.

13. Will LEAs and schools still receive Goal Summary Reports?

A form of the Goal Summary Report will still be provided by NCDPI. Because Edition 3 of the EOG Reading Comprehension test eliminated the use of categories, summaries can no longer be provided using categories. Results provided will instead be reported by goal.

14. Will scores be delayed in spring 2008?

Yes. A new edition of the test requires that a new scale score range across grades 3-8 must be established and new achievement standards (cut scores) be set for each grade level. The formal standard setting will occur late summer and new cut scores will be recommended to the State Board of Education (SBE) in early fall. Once the SBE has adopted the achievement standards, score reports will be generated and disseminated.

15. Will scores count for ABCs or AYP?

At its April 3, 2008 meeting, the State Board of Education decided to include the EOG reading comprehension in the performance composite but not the ABCs growth model (HSP-C-020). A request has been submitted to the United States Department of Education to *not* include the new edition's scores in AYP determination for the 2007-08 school year. There are no definite conclusions about inclusion in AYP so it's best to proceed as though the scores will be counted.

Further updates to this FAQ may be found at

<http://www.ncpublicschools.org/accountability/testing/eog/reading/>

Additional information on Edition 3 is in the EOG Update Statement (February 7, 2008) at

<http://www.ncpublicschools.org/docs/accountability/testing/eog/reading/nctestingprogram2007updatedfeb7.doc.pdf>.